

The Effect of Reciprocal Teaching Technique on Students' Ability in Reading Comprehension at English Department of FKIP UHN Pematangsiantar

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Abstract: *This study was aimed to find out the effect of using reciprocal teaching technique on students' ability in reading comprehension in narrative text at English Department of FKIF UHN Pematangsiantar. The researcher uses some theories in this study, they are Grabe, W. (2009), Palincsar, A. S. & Brown, A. L. (1984), Klingner, J.K., Vaughn, S. et al (2007), Klingner, Vaughn, et al. (2007), Knapp and Watkins. (2005), Oczkus, L. D. (2005), Omari, H. A. & Weshah, H. A. (2010), Aebersold, J. A. & Field, M. L. (1997), Alderson, C. J. (2000), Attaprechakul, D. Author .(2013). The method of this research was based on experimental design. The data for this research was collected from English Department students in academic year 2016/2017. By using cluster random sampling technique, two classes had been chosen as sample of the research, they were as experimental group and as control group. Each class consisted 36 students. The data was collected by using pre-test and post-test. The instrument of the research was reading comprehension. The validity and reliability of test had been analyzed by using SPSS 22. The last result was independent sample t-test to analyze whether there is effect of using reciprocal teaching technique on students' ability in reading comprehension in narrative text or not. After doing research, the result of post-test mean of experimental group is 80.61 with standard deviation is 6.026 and post-test mean of control group is 68.03 with standard deviation is 4.124. From the post-test result, it stated that sample was distributed normally and had homogeneous variance. With the degree of freedom (df) is 70 and level of significance is 5 % (0.05), from t-test result which is higher than t-table, where value of t_0 is $10.325 > t_t$ is 1.666, it can be concluded that there is significant effect of using reciprocal teaching technique on students' ability in reading comprehension in narrative text at English Department students.*

Keywords: *Reading comprehension, reciprocal teaching technique, narrative text.,*

I. INTRODUCTION

Reciprocal Teaching Technique is a learning technique that focused on the development text comprehension. As stated by Palincsar and Brown (1984) in Oczkus (2010 : 16), The Reciprocal Teaching Technique is a scaffolded discussion technique that is built of four strategies that readers use to comprehend text, namely : predicting, questioning, clarifying and summarizing. In this content, Reciprocal Teaching Technique is a process to comprehend a text by using four strategies done by the teacher and the students to build their speculation about the text. By using the Reciprocal Teaching Technique, students could build their confidence for

many kinds of texts because Reciprocal Teaching Technique can be used with fiction, non-fiction, prose or poetry .

In this research, the sequence of the reciprocal teaching was implemented through cooperative learning. Cooperative learning involves students work together in small group to maximize their own and each other learning. With group discussion, students learn to focus on their understanding of the text. As Oczkus (2003 :22), stated that Reciprocal Teaching Technique was designed as a discussion technique in which think-aloud plays an integral part. In this case, think aloud deals with the activity that students verbalize their thoughts and say out loud about what they are thinking as they read. Thus, the teacher is able to see the reading processes the students use when students say aloud what they are thinking when reading. Reciprocal Teaching Technique is a great way to teach students how to determine important ideas from a reading while discussing the text, developing ideas and summarizing information. As Palincsar and Brown (1986) discovered that reciprocal teaching increased the reading comprehension of the students from 30 % to 80%, a 50% increase. From this finding, many studies have addressed the effectiveness of reciprocal teaching across different research designs and research areas.

This study was conducted to find out whether there is significant effect of using Reciprocal Teaching Technique on the students' ability in reading comprehension in narrative text on the students of English Department on third semester in academic year 2016/2017 or not.

II. REVIEW OF LITERATURE

2.1 Definition of Reading

According to Grabe and Stoller (2011 : 12), reading is also interactive in the sense the linguistic information from the text interacts with information activated by the reader from long-term memory. Reading is the ability to draw meaning from the printed page and interpret this information appropriately, as background knowledge (Grab and Stoller 2011 : 3). Reading can be thought of as a way to draw information from a text and to form an interpretation of that information.

Reading is an interactive process between what reader already know about given topic or subject and what the researchers. It is not simply a matter of applying decoding conventions and grammatical knowledge to the text. Good readers are able to relate the text and their own background knowledge efficiently (Nunan, 1989:33).

Elisabeth et al (2003:6) stated that reading is about understands written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes : word recognition and comprehension. Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as reading the newspaper, job listings, instruction manuals, maps and so on. Reading interaction needs to take into account different types of learners and their needs.

2.2 Definition of Reading Comprehension

According to Elisabeth et al (2003:6) reading comprehension is about relating prior knowledge to new knowledge contained in written text. Prior knowledge, in turn, depends on lived experiences.

Reading comprehension capacity build on successful initial reading instruction and the fact that children who can read words accurately and rapidly have a good foundation for progressing well in comprehension. The children with good oral language skill (large oral vocabulary and good listening comprehension) and with well-developed of world knowledge are likely to become good comprehenders.

There are some levels of comprehension (Dallmann, Rouch, Char, & DeBoer, 1982:25, Mohammad, 1999), here as follows :

A. Literal Comprehension

Literal comprehension is an understanding the ideas and information explicitly state in the passage. The abilities are : Knowledge of word meanings, Recall of details directly stated and paraphrased in own words, Understanding of grammar clues-subject, verb, pronouns, conjunctions, and so fort. Recall of main idea explicitly stated, Knowledge of sequence of information presented in passage.

B. Interpretative Comprehension

Interpretative comprehension is an understanding of ideas and information not explicitly stated in the passage. The abilities are: Reason with information presented to understand the author's tone, purpose, and attitude, Infer factual information, main idea, comparison, cause-effect relationship not explicitly stated in the passage, Summarization of story content.

C. Critical Comprehension.

Critical comprehension includes analyzing, evaluating, and personally reacting to information presented in the passage. The abilities are: Personal reacting to information in a passage indicating its meaning to the reader, Analyzing and evaluating the quality of written information in terms of some standards.

2.3 The Process of Reading Comprehension

The three processess of constructing meaning of the text are presented below.

A. Buttom-Up Processing

Buttom-Up Processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal auch as letters, morphemes, ayllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001: 299). It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

B. Top-Down Processing

Top-down processing the reader involves their knowledge of syntax and semantic to create meaning of the text (Goodman cited in Hudson, 2007:37). The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing the readers make some prediction of the text.

C. Interactive Processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processing, the readers predicts the probable meaning of the text, then moving to the bottom-up processing to check whether that is really what the researchers says (Nuttal cites in Brown, 2001:299). It means that the readers both recognizes words and predicts the implies information in constructing meaning of the text.

2.4 Assesing Reading Comprehension

Seeing the progress of students' reading comprehension can be done by assessment. As Brown (2004 : 4) stated that assessment is the process of measure that is done by the teacher whenever students practice language skills. The teacher can assess the students while learning process and after learning process. The teacher can use some reading assessment that are proposed by Alderson (2000 : 206-232). They are as follows.

A. Intergrative test

Integrative text is testing students reading comprehension on more than one aspects. It aims to assess more than how well students read, but also how students understand the text and respond the message of the text.

B. The cloze test and gap-filling test

The cloze test and gap-filling test is test that is constructed by deleting from selected texts every number of the words (usually) being a number somewhere between 5 and 12). Test taker has to restore some words that have been delected. Whereas gap-filling test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

C. Multiple-choice techniques

Multiple-choice technique is testing technique that provides choices for students in answering the questions. Using multiple-choice technique, testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

D. Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

E. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

F. Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

G. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

The teacher can choose more than one of reading assessments to check students' competence. The teacher also can use two reading assessment to assess students' competence of one reading text. Those reading assessments can be used to measure the students' competence in score by making rubric score.

2.4 Narrative Text

Narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. (Knapp and Walkins 2005 : 220). It is very common to use narrative and expressive types of text for initial teaching of extended reading. These texts could deal with familiar or easily imagined events which develop in an orderly sequence of time, or they might deal with ideas, attitudes, and emotions which are part of the common human experience (Browman et al.,1989:74). The purpose of narrative is to entertain the readers, for changing social opinions and attitudes. Generic structures of narrative text are:

A. Orientation.

Orientation is the part where the researcher of the story describes the characters (who are involved in the story) and the setting (the context or situation in which the story take place, that is where and when the story happened).in other words, the introduction answer the question 'who', 'when', and 'where' about the story.

B. Complication or problem

Complication or problem is the part where the researcher introduces a problem, a change in the situation, or an action that requires a response. There is usually a major complication which is the core problem that will usually lead to other complications or problem. These part are usually the most interesting section of the whole story.

C. Resolution

Resolution is the part in which the researcher presents the way the problem is resolved. The complication or problem may be resolved for better or for worse (happy or unhappy). The whole story ends in this section.

D. Re-orientation

Re-orientation is a closing remark to the story end it is optional. It consists of moral lesson, advice or teaching from the researcher.

Language Features of Narrative Text

- Focus on specific and usually individualized participants (she, he, their father, cinderella, etc.)
- The use of connectives (first, before that, then, finally,etc.)

- The use of simple past tense
(he walked away from the village, we went to medan city yesterday,etc.)
- The use of action verb
(walk, sleep, wake up,etc.)
- The use of adverb of time
(Once upon a time,one day,etc.)
- The use of thingking verb, feeling verb, verbs of sense
(she felt hungry, she thought she was clever, she smel something burning)
- The use of temporal conjunction
(when, then, suddenly)

2.5 Definition of Reciprocal Teaching Technique

Reciprocal teaching technique, according to Boardman (2007:131) is an instruction that is developed to help students who can decode the language but have difficulty in comprehending the text. Based on the definitions, reciprocal teaching is a model or technique in teaching reading comprehension which allows students to share their experience and idea relate to their thingking about the text they had read.

2.5.1 Teaching Reading Using Reciprocal Teaching Technique (RTT)

The following is procedures in teaching narrative text using Reciprocal Teaching Technique (RTT).

- First : Introduce the procedure of Reciprocal Teaching Technique (RTT). Tell students about the advantages in learning reading using Reciprocal Teaching Technique (RTT) and explain them that Reciprocal Teaching Technique (RTT) is useful for them to develop their reading comprehension of narrative text.
- Second : Divide students into small groups. Put students in groups of four students. Distribute one note card to each member of the group identifying each person's unique role: Summarizer, Questioner, Clarifier, Predictor.
- Third : Give students the instruction to practice reading activity using Reciprocal Teaching Technique (RTT) including predicting, clarifying, questioning, and summarizing. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky notes to help them better prepare for their role in the discussion.
- Fourth : At the given stopping point, the summarizer will highlight the key ideas up to this point in the reading. The questioner will then pose questions about the selection: Unclear parts, puzzling information, connections to other concepts already learned. The clarifier will address confusing parts and attempt to answer the questions that were just posed. The predictor can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be. The roles in the group then switch one person to the right, and the next selection is read.
- Fifth : Control all group when the students work and help if they find problem.
- Sixth : Students repeat the process using their new roles. This continues until the entire selection is read. Throughout the process, the teacher's role is to guide and nurture the students' ability to use the four strategies successfully within the small group. The teacher's role is lessened as students develop skill.

- Seventh : Retell the text in front of the class and other students give their argument.
- Eighth : Give students some questions related to the text. This activity is done individually. After finishing they collected the answer sheet. Finally, make an evaluation about students' answer, it will make the teacher knows their score in reading comprehension.

2.5.2 The Implementation of Reciprocal Teaching Technique

According to Klinger et al (2007 : 135) the description of implementation of reciprocal teaching technique (RTT) consist of five phase. They are the teacher demonstration, the direct instruction and guided practice, the teacher students groups, the students-led groups, and students' independent use of the strategies. The description of them are as follows :

a) Phase 1 : Teacher Demonstration

The teacher models how to use the strategies (predicting,clarifying, questioning,and summarizing). Students see all four strategies on the first day, so they can get the portrait of it. Therefore, they will not get difficulties in applying those strategies in the next step.

b) Phase 2 : Direct Instruction and Guided Practice

The teacher teaches each of the strategies in more depth one per lesson. The teacher explains how to implemeny the strategy while students are reading. The teacher also support the students with prompts and reminders as they try out the strategy. Then the teacher provides feedback.

c) Phase 3 : Teacher-student Group

The teacher leads discussion about the text in small groups, prompts students to use the strategies and provides support and feedback as needed. The teacher gradually let students work by themselves as students become more proficient.

d) Phase 4 : Student-led Groups

Students lead the discussion about the text and prompt their friends in group to use the for strategies. Students give feedback to their friend on strategy implementation. Meanwhile, the teacher provides assistance as needed.

e) Phase 5 : Students' Independent Use of the Strategies

Students use the four strategies while they are resding the text and self regulate their implementation strategies. They monitor their own comprehension. They also monitor and give feedback on their friends' comprehension through the discussion.

Based on those phases, the teacher will guided the students from guided,semi-guided and independent in applying reciprocal teaching ' strategies. Those phases should be followed by the teacher. Therefore, the implementation of reciprocal teaching can be run well, and the goal of improving students reading comprehension can be achieved.

III. RESEARCH METHOD

3.1 Research Design

This research was carried out by applying a quantitative approach with an experimental design. There are two variables: the first independent variable is Reciprocal teaching technique, the second is reading comprehension as dependent variable. The design of the study can be seen in the following table.

Table 3.1 Research Design

Method	The students group	Pre-Test	Treatment	Post-Test
Experimental group	D	X1	Reciprocal teaching technique	Y1
Control Group	F	X2	Conventional	Y2

Notes:

- X1 : Pre test of Reciprocal teaching technique
- X2 : Pre test of Conventional method
- Y1 : Pos test of Re3ciprocal teaching technique
- Y2 : Post Test of Conventional Method

3.2 Population and Sample

The population of this study was the students of English Department FKIP UHN academic year 2016/2017 which consist of 6 group. Each group consists of 36 students. The sample was chosen in two group participated for the group D which is uses Reciprocal teaching technique and group F which uses conventional method. Reading Comprehension in narrative text analyzed based on three levels of Reading comprehension such as Literal comprehension, interpretive comprehension and critical comprehension.

3.3 Technique of Data Collection

The data will be collected from test instrument. In conducting the test there will be applied into some steps: Observation, pre-test, treatment, and post-test.

1. Observation

The observation will be done to get information that is needed. The researcher was collect the data by observing the class situation and condition in the teaching learning process. The observation result will be collected in the form of field notice.

2. Pre-Test

Before doing treatment, at the begining of the research every participant both experimental group and control group will give pre-test. The pre-test is given at the begining, it lasted in 100 minutes.

3. Treatment

After conducting the pre-test, the researcher conduct a treatment, the experimental group and control group will be taught by using the same materials but different treatment. The experimental group will be taught by using reciprocal teaching technique and control group will be taught without using reciprocal teaching technique.

4. Post-Test

After doing the treatment, the researcher will distribute the post-test. It will be given at the end of lesson in experimental class and control group. It will last for 100 minutes. It aims to see if there are differences between the two groups.

3.4 Validity and Reliability of Test

1. Validity

To get the validity of the test, the researcher uses SPSS version 22 to analyze the test instrument. This validity of test was calculated in application form with some procedures. The procedures of using SPSS (Saragih, 2015: 177 – 181)

Note : To prove the item validity, the researcher compares correlation value which is obtained by r_{count} (significant if $r_{count} > r_{table}$).

2. Reliability

To get the reliability of the test, the researcher uses SPSS (Statistical Program Smart Solution) version 22 to analyze the test instrument. The procedures of using SPSS (Saragih, 2015: 181 – 187) . To prove the item Reliability, the researcher compares correlation value which is obtained by r_{count} (significant if $r_{count} > r_{table}$).

3.5 Technique of Data Analysis

To analyze data, t-test is applied using SPSS (Statistical Package for the Social Sciences) version 22 to analyze possible differences in reading comprehension performance between the two groups involved in reading comprehension tests (Saragih 2015 : 189 – 193).

IV. FINDINGS OF RESEARCH

After analyzing the data by using SPSS 22, the researcher found out the answer of the research problem that is to know the effect of using reciprocal teaching technique on students' ability in reading comprehension in narrative text namely the third semester students at FKIP UHN in academic year 2016/2017. The answers of research problem as follows :

1. There is significant effect of using reciprocal teaching technique on students' ability in reading comprehension in narrative text at the students of English department FKIP UHN in academic year 2016/2017. From the score of pre-test and post-test, we can see the interpretation of the students' ability in reading comprehension both experimental and control group. The students who were taught by reciprocal teaching technique (experimental group) got at least the lowest score is 70 and highest score is 86 in post-test. It means that all students got same or higher score than the determined score by Minimum Completeness Criteria. So, all students pass the test well. Meanwhile, students in control group who were taught by using conventional method got at least the lowest score is 60 and the highest score is 86 in post-test.
2. The effect of using reciprocal teaching technique on students' ability in reading comprehension in narrative text at the third semester students of English department FKIP UHN in academic year 2016/2017 can be seen from the t-test result calculation, it is obtained that the value of t-test is 10.325, the degree of freedom (df) is 70 (obtained from $n_x + n_y - 2$ or $N_{total} - 2$, so $36 + 36 - 2 = 70$). The researcher used table of Product Moment with $\alpha = 0.05$. In the table of $\alpha = 0.05$, it can be seen that the value of t_{table} is 1.666. So, the result is $10.325 > 1.666$.

Based on the result of data analysis, it shows that there is significant effect of using reciprocal teaching technique on students' ability in reading comprehension in narrative text at students of English department FKIP UHN in academic year 2016/2017.

V. CONCLUSION

After conducting the research, collecting and analyzing the data, the researcher gets two conclusions. The first, the effect of using reciprocal teaching technique is significant to improve students' ability in reading comprehension on the students of English department FKIP UHN in academic year 2016/2017. It is shown from pre-test and post-test score table of experimental group which significantly increase rather than in control group. Almost all students in experimental group got same or higher score than Minimum Completeness Criteria which is determined by the teachers in the school with minimum score is 40 and maximum score is 86 in post-test. Those students who did not pass the score of Minimum Completeness Criteria were students who did not concentrate in learning. It means that more than a half of all students in the class pass the test well and get the good score.

The second, there is no significant effect without reciprocal teaching technique in control group, by using conventional method the researcher find that it cannot increase students' ability in reading comprehension significantly. It is shown from students' pre-test and post-test score table of control group which not significantly increase.

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